**Stage One Language Activity Groups**

**Organisation**

**Year One –** Tuesday afternoons 1:45-3:00

**Year Two** - Friday mornings 1:45-2:50

**Focus: Road Safety**

* Pedestrian Safety
* Road signs and their meaning
* Car and road safety
* Bicycle and wheeled vehicle safety

This program provides opportunities for the students to participate in small group activities over 8 weeks that focus on language development across a range of activities. The program works with both class teachers and EAL/D teachers. Activities are linked to English outcomes and assessment opportunities of students’ language use are provided in each activity.

Activities will be taught over a 2 week period. Teachers will teach ONE lesson each to a group and then rotate once in each session. The following week the teachers will teach the same lesson again to the groups they have not yet seen rotating again to complete the cycle.

Year One –

* Teachers form 4 groups of Year1 students from 1K, 1S and 1/2 K +EAL/D teacher

Year Two –

* Teachers form 4 groups of Year 2 students from 2PG, 2D and 1/2 K + EAL/D teacher

Week 1-2 – Pedestrian safety

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| **Pedestrian safety picture talk** | **A walking excursion** | **Road safety – what is safe/unsafe** | **Road safety Game** |
| **Learning intention**: Students will be able to draw/write to demonstrate how to be a safe pedestrian | **Learning intention**: students can explain where the safe places to cross the road are and write them on a map | **Learning intention**: Students can sort images into safe and unsafe road practices and justify their choices | **Learning intention**: play road safety game from Street Sense Pack |
| **English outcome:**  plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A + EN1-1A | **English outcome** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B | **English outcome:**  recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of  predictable spoken texts EN1-6B | **English outcome:**  communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A |
| **Resources:**  Pedestrian safety images gallery:  <https://safetytown.com.au/book-content/es1/image-gallery/pedestrian-safety-image-gallery/> | **Resources** map of the local area and camera | **Resources:** images of safe and unsafe road behaviour X 2 | **Resources:** game +dice and counters |
| Display photos from the Pedestrian safety image gallery. Discuss journeys when walking and what they do to keep safe. Ask students:  When walking near the road, on the footpath, in a car-park or across the road:   * Whose hand do you hold? If a grown-up’s hand isn’t available, what else could you hold? * Why do you need to be with a grown-up? * What do you need to look and listen for to keep safe?   Record students’ responses so they can be used as a word bank  Students draw and use the word bank to complete the sentences, e.g.   * I always need to hold a grown-up’s hand when I am crossing the road   \*Assessment opportunity | Organise a walking excursion to explore the local area. Observe the traffic environment and prompt students to identify potential dangers, risks and hazards to them as pedestrians, e.g. car parks, driveways.  Back at school, discuss the roads students cross or walk along when out and about.  Ask students:   * Who do you cross the road with? * Where do you cross? Do you use traffic lights or pedestrian crossings? * Which roads are busy and which are quiet? * Which roads have more potential hazards? * Teacher takes photos of the walk * Write a sentence describing where a safe place to cross the road is using prepositions \*Assessment opportunity | * Teacher: Discuss the images with the students. Explain that some of these pictures show unsafe behaviour and some show safe behaviours – find examples of each * Tell the students they are going to sort the images into to rows – one that is safe and one that is unsafe   Form 2 groups   * ask each groups to sort their images as a group working together * Ask the groups to look at each other’s sorting and see if they are the same. * IF TIME ask the groups to find the opposite match for each image and justify.   \*Assessment opportunity | * Teacher and students discuss rules of the game. * students in groups of 3-4 * provide each group with a game board counters and dice * allow students to play the game monitoring participation and cooperation in groups * Discuss any road rules they may have learnt \*Assessment opportunity |
| * comments | * comments | * comments | **comments** |

Week 3-4 - Focus: Road signs and their meaning

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| **Picture talk – looking for signs** | **Bingo game - signs** | **Picture Q&A Street scene** | **Road safety worksheet** |
| **Learning intention: students look at signs and identify road signs** | **Learning intention**: Students create a snowflake cut out following a procedure | **Learning intention**: Students read questions and find information from a picture | **Learning intention**: students complete a worksheet to demonstrate their understanding of road safety. |
| **English outcome:**  recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome: English outcome:**  draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A | **English outcome: English outcome:**  draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A |
| **Resources: stimulus pictures** | **Resources: Bingo cards and counters** | **Resources: - Enquiry and Elimination images from Street Sense Pack** | **Resources: text and vocabulary activity** |
| * Teacher shows stimulus images with street signs and asks “What do these signs mean?” * Record the students comments * Students: for each image write a sentence about the sign * Students then compare their with each other \*Assessment opportunity | * Teacher shows the sign cards to the students and discusses that many signs have a similar or the same message as other signs   Students In pairs   * Play the bingo game showing the images and ensuring the correct image is covered – tell the students to look carefully at their signs and not to be tricked! | * Teacher shows the street scene to the student and the question cards * Teacher explains each person has a turn to read a question * Students in turn listen to a question and identify the items on the scene the question requests   e.g. Can you see a safe place to play?  \*Assessment opportunity | * Teacher reads text to students and students follow. * Students complete the cloze passage linked to the text using the prompts * Students complete sentences with sentence starters using the text to assist   \*Assessment opportunity |
| **comments** | **comments** | **comments** | **comments** |

Weeks 5-6 - Focus: Car and road safety scenarios

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| **Road safety scenarios** | **Road safety drama** | **Sequencing activity – Road Safety** | **Matching – Road safety** |
| **Learning intention:** students listen to the YOUTUBE clip of the story and respond with a labelled drawing | **Learning intention**: Students dramatise a scenario in a photograph | **Learning intention**: Students examine images of waste materials and place in the correct garbage bin and justify their decisions | **Learning intention**: Students demonstrate mapping skills by using a map to locate places and identify their coordinates |
| **English outcome:**  thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome:**  responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D | **English outcome:**  recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B |
| **Resources:**  [**https://www.safetytown.com.au/town/teacher/stage-1/#list**](https://www.safetytown.com.au/town/teacher/stage-1/#list) | **Resources : Stimulus pictures** | **Resources: Hand out and images to cut out + scissors/glue.** | **Resources: maps from the Botanic Gardens, pencils and paper to record locations and coordinates** |
| * Teacher shows YouTube clip to the students and stops the video at the point where each scenario ends and asks   + what could happen?   + What would you do? | * Teacher shows the images to the students and together they discuss the sequence they should follow. * Teacher and students discuss possible captions for each image. * Students glue their own set of images in sequence * Students write a caption for each image | * Teacher shows the students the 3 bins * Teacher explains that each bin can only take certain waste: * Ask the students to identify the waste that might go in each bin. * Teacher shows the students pictures of different waste and students discuss where each would go * Teacher gives each student a HO of the bins and images they can cut out and glue in place. * Students must justify their choices   \*three items are not allowed in the bins but must be disposed of at a special waste depot | * Teacher show the map to the students * Teacher gives a copy to pairs and asks them to identify the letters and numbers that appear along the sides of the map. Explain that these are called coordinates and can help people find places on a map. * Teacher provides some examples   J9 = Farm Cove, P8 = Palm House explain that the letter must come first   * Students locate places on the map and write them down with the coordinates * Students read their coordinates using a question format “What is at Y2?” * Students must look up the coordinates read out to answer the questions posed |
| **comments** | **comments** | **comments** | **comments** |

Weeks 7-8 - Wheeled vehicle safety

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| **Bike pictures – rules for riding** | **Labelling activity – bike safety** | **Comprehension – riding a bike** | **Make a Road Safety Poster** |
| **Learning intention:** students listen to the YOUTUBE clip of the story and respond with a labelled drawing | **Learning intention**: Identifying the safety equipment required when using wheeled vehicles | **Learning intention**: Students examine images of waste materials and place in the correct garbage bin and justify their decisions | **Learning intention**: Students demonstrate mapping skills by using a map to locate places and identify their coordinates |
| **English outcome:**  thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome:**  responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D | **English outcome:**  recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B |
| **Resources:**  [**https://www.safetytown.com.au/town/teacher/stage-1/#list**](https://www.safetytown.com.au/town/teacher/stage-1/#list) | **Resources : Stimulus pictures** | **Resources: Hand out and images to cut out + scissors/glue.** | **Resources: maps from the Botanic Gardens, pencils and paper to record locations and coordinates** |
| * Teacher shows images if riding bikes and discuss the safe and unsafe practices   + what could happen?   + What would you do? * Class and teacher create a list of rules to be a safe rider | * Teacher YOU TUBE skateboarding * Teacher and students discuss possible captions for each image. * Students glue their own set of images in sequence * Students write a caption for each image | * Teacher shows the students the 3 bins * Teacher explains that each bin can only take certain waste: * Ask the students to identify the waste that might go in each bin. * Teacher shows the students pictures of different waste and students discuss where each would go * Teacher gives each student a HO of the bins and images they can cut out and glue in place. * Students must justify their choices   \*three items are not allowed in the bins but must be disposed of at a special waste depot | * Teacher show the map to the students * Teacher gives a copy to pairs and asks them to identify the letters and numbers that appear along the sides of the map. Explain that these are called coordinates and can help people find places on a map. * Teacher provides some examples   J9 = Farm Cove, P8 = Palm House explain that the letter must come first   * Students locate places on the map and write them down with the coordinates * Students read their coordinates using a question format “What is at Y2?” * Students must look up the coordinates read out to answer the questions posed |
| **comments** | **comments** | **comments** | **comments** |